

VERBAL INTIMACY AND ATTRACTION TO GROUP IN STRUCTURED AND
UNSTRUCTURED ADOLESCENT GROUPS

By

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TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES	vi
LIST OF FIGURES.....	vii
ABSTRACT.....	viii
CHAPTER I INTRODUCTION.....	1
Need for Study.....	2
Purpose of Study.....	5
Research Questions.....	6
Definition of Terms.....	6
CHAPTER II REVIEW OF RELATED LITERATURE.....	10
Group Development and Process.....	11
Types of Groups.....	14
Group Leadership.....	18
Group Structure.....	22
Development of Intimacy in Groups.....	26
Attractiveness to Group.....	34
CHAPTER III METHODOLOGY.....	36
Variables.....	36
Population.....	36
Sampling Procedures.....	38
Instrumentation.....	39
Research Design.....	44

Procedures.....	45
Hypotheses.....	47
Data Collection and Recording.....	48
Data Analyses.....	49
Limitations.....	49
CHAPTER IV RESULTS.....	51
Hypothesis 1 and 2.....	51
Hypothesis 3.....	53
Hypothesis 4.....	56
CHAPTER V DISCUSSION.....	58
Conclusions.....	58
Implications.....	60
Recommendations.....	61
Summary.....	62
APPENDIX A.....	63
APPENDIX B.....	66
APPENDIX C.....	69
APPENDIX D.....	72
APPENDIX E.....	78
REFERENCES.....	97
BIOGRAPHICAL SKETCH.....	107

LIST OF TABLES

Table 1:	Means and Standard Deviations for Scores on the Group Attractiveness Scale (GAS) by Session.	51
Table 2:	Two-by-three Factorial Analysis of Variance for Group Attractiveness Scale (GAS) by Type of Group Across Sessions.....	52
Table 3:	Univariate Analysis of Variance for Group Attractiveness Scale (GAS) Across Sessions by Type of Group.....	53
Table 4:	Means and Standard Deviations for Frequencies of Verbal Intimacy Responses for the Ten Categories of the Level of Verbal Intimacy Techniques Scale (LOVIT) by Type of Group.....	55
Table 5:	Chi-square Values for Association Between Group Type and Frequencies of Verbal Intimacy Responses by Session for the Categories of the Levels of Verbal Intimacy Techniques Scale (LOVIT).....	56

LIST OF FIGURES

Figure 1: Group Participants by Gender.....	39
Figure 2: Brief Description of the Categories for the Level of Verbal Intimacy Techniques Scale (LOVIT).....	54

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Verbal intimacy and attraction to group in structured and unstructured adolescent groups were investigated in this study. The Group Attractiveness Scale (GAS) and Level of Verbal Intimacy Techniques Scale (LOVIT) were used to measure these variables. Four groups of adolescents, two groups of 10 and two groups of 9, comprised the structured groups and unstructured groups. The student participants attended Cairo American College in Cairo, Egypt.

The structured groups were given audiotaped instructions for the groups sessions and the unstructured groups (simply) were instructed to meet for one hour each week at the same time for five weeks. The sessions were audio recorded; interactions were subsequently rated by trained raters using

the LOVIT scale. The students completed the GAS questionnaire at the end of each session, but research data were collected after the first, third, and fifth sessions to coincide with obtained ratings on the LOVIT.

A two-by-three factorial analysis of variance with repeated measures on the second factor was computed for the results of the GAS in order to examine differences in attraction to group both by type of group and across sessions. Chi-square tests were computed on results from the 10 LOVIT subscales to determine associations between intimate verbal responses and type of group.

No significant difference was found for attractiveness to group on the basis of type of group nor was there a significant interaction of group by session ($p > .05$). However a significant difference was found across sessions ($p < .05$). Revealed in a subsequent univariate analysis of variance was a significant difference in attractiveness to group between sessions one and three ($p = .02$). Frequencies of intimate verbal responses were found to be significantly different for type of group ($p < .05$). There were significant associations in frequencies of intimate verbal responses between sessions and type of group for all but three of the LOVIT categories.

It was concluded that structure does not facilitate attractiveness to group, nor does it systematically influence levels of verbal intimacy. Further research is recommended to determine the relationship between the factors of

attraction to group and verbal intimacy and to clarify the nature of cohesion in groups.

CHAPTER I INTRODUCTION

Over the last decade investigations of small group processes have led to identification of several elements believed to be important in overall effectiveness in achieving desirable group outcomes (Drescher, Burlingame, & Fuhriman, 1985). Evans and Jarvis (1986) and Drescher et al. (1985) identified cohesion as one key element among them. Cohesion is defined by Yalom (1970) as "the result of all the forces acting on all the members to remain in the group or, more simply, the attractiveness of a group for its members" (p.31). Bednar, Weet, Evensen, Lanier, and Melnick (1974) also described cohesion as "a condition which allows meaningful self-exploration, giving and receiving of potent interpersonal feedback, and a more general feeling of being understood, valued, and accepted" (p.157). Drescher, Burlingame and Fuhriman (1985) noted cohesion was an "often investigated but poorly understood phenomenon" (p.4). Corey (1981) indicated that cohesion was an element of the "working" stage of a group, and identified various behaviors indicative of that stage.

Cartwright (1968) wrote that cohesion is uniformly accepted as a group phenomenon, but that its measurement generally involves only measuring group members' levels of

attractiveness to the group and then averaging them. However, using only individual group members' attraction to the group as a measure of cohesiveness assumes that the whole is no greater than the sum of its parts. The validity of this assumption has been questioned (e.g., Evans & Jarvis, 1980).

Intimacy is defined by Nixon (1979) as a part of cohesiveness and as interpersonal attraction. It involves behaviors including verbal interactions, self-disclosure and feedback by group members (Nixon, 1979; Reis, 1986). Amidon and Kavanaugh (1979, 1981) also indicated the importance of development of intimacy as an indicator of effective functioning in small groups.

Unfortunately, little has been done to investigate conditions that allow for understanding of cohesion in groups, which in turn has hindered development of more definitive explanation and measurement of cohesion (Evans & Jarvis, 1980). Therefore, this study is an investigation of the level of verbal intimacy developed within the group (Amidon & Kavanaugh, 1981) and individual member attractiveness to the group (Evans, 1984) (in structured and unstructured groups) using the Level of Verbal Intimacy Techniques (LOVIT) and the Group Attractiveness Scale (GAS) as constructs of measurement.

Need for the Study

Previous literature on interpersonal relationships has focused on the process of the group, or on the impact of the leader (Bollet, 1971; Corey, 1981; Rogers, 1970; Yalom,

1970). There seems to be a trend more recently to investigate individual member reactions and their impact on group development, particularly in regard to cohesion in the group (e.g., Caple & Cox, 1989; Drescher, et.al., 1985; Evans & Jarvis, 1980). Corey (1981) indicated that as relationships among group members develop, a closeness (which he called cohesion) forms which allows the group to function efficiently. Evans and Jarvis (1980), however, indicated that one of the problems in researching this element is the difficulty in explaining and/or defining cohesion.

Fuhriman, Drescher, and Burlingame (1984) stated that the investigation of small group process over the last decade has been characterized by a marked increase in methodological and statistical sophistication. However, the integration of findings has been confounded by a number of problems, some of which are unique to small group research. They concluded that lack of integration may be due partially to absence of clarity in definition of process variables and insufficient consideration of the measurement parameters with which they are measured. Relatedly, Drescher et al. (1985) noted that cohesion in small groups is one of the most frequently investigated variables, yet the attention it has received has not created a clear, integrated picture of its determinants and/or effects. Their position provides further support for Evans and Jarvis' (1980) indication that part of the difficulty with investigation of this element is two-fold, a lack

of (a) understanding of how cohesion develops and (b) definitive means of measuring cohesion.

In consideration of cohesion as a factor accepted as having importance in group process (Cartwright, 1968; Moos, Insel & Humphrey, 1974; Yalom, 1975), further investigation is warranted (Evans & Jarvis, 1980). Simply accepting individual member attractiveness to group as an indicator of cohesiveness "fails to take into account both the variability of attraction among group members and the differential influence of group members" (Evans & Jarvis, 1980, p.359). Other elements need to be considered in the investigation of cohesion in groups in order to develop a better definition of it.

Shadish (1984) identified intimate behavior as being an indicator of outcome benefits of clinical groups. Amidon and Kavanaugh (1979, 1981), Holt and Miller (1977), and Kavanaugh and Holt (1980) all also indicated the importance of development of intimacy as an indication of effective functioning of small groups. Intimacy shares with cohesion the distinction of being difficult to define; however, Amidon and Kavanaugh (1981) defined it as a focus on familiarity, or closeness, with another or others. Egan (1970) defined intimacy as an interpersonal experience characterized by self-disclosure and the giving and receiving of feedback. Egan also indicated that intimacy and intimate interactions are indicators of development of cohesion in a group.

Little emphasis has been placed on defining the elements necessary for cohesion to occur. Corey (1981) indicated that

as cohesion occurs within a group, members are more open to giving and receiving feedback, and greater degrees of "here-and-now" self-disclosure occur. Kavanaugh and Holt (1980) stated that the greater the frequency of self-disclosures and statements of feedback about the group or group process occurring during the group session, the higher the level of intimacy in a group. Kavanaugh and Holt's perspective seems to correlate with Corey's identification of characteristics purported to be common in the cohesive stage of group development.

Purpose of the Study

Identification of the factors related to reaching the working stage of a group is a point not clear in the professional literature. Factors such as leader impact (Bollet, 1971; Lippit, 1948; Luft, 1963; Rogers, 1970), membership compatibility (Shaw & Webb, 1982), individual member attraction to group (Evans, 1984), depth of verbal interactions in the "here-and-now" during a group (Amidon & Kavanaugh, 1981), and individual communication processing (Bandler & Grinder, 1975; Grinder & Bandler, 1976) have been indicated as having impact on development of the group.

Evans and Jarvis (1980) and Drescher et al. (1985) indicated there is need to provide greater clarity to the variables identified with small group process. Therefore, this research incorporated what previous research has used to measure cohesion in groups (i.e., individual member attraction to group) and related it to the process of participants'

"interpersonal interactions" (Gibb & Gibb, 1971) during a group session. Comparison was made between structured groups and unstructured groups regarding level of verbal intimacy within adolescent groups and individual group member's attraction to the group. In addition, the level of verbal intimacy and member attraction to group were investigated to determine if there is an interaction between these two factors which have been identified as being important in the cohesive stage of group development throughout the duration of the group or between sessions (Amidon & Kavanaugh, 1981; Corey, 1981; Evans and Jarvis, 1986)

Research Questions

The research questions addressed in this study were as follows:

1. What is the difference in attraction to group in structured and unstructured personal growth groups?
2. What is the difference in member attraction to group across sessions of the group?
3. What is the association between group type and frequencies of verbal intimacy responses by category of the LOVIT?
4. What is the association between group type and frequencies of verbal intimacy responses across group, between sessions?

Definition of Terms

The following terms as used in this dissertation are defined as follows:

Cohesion is defined as "the result of all the forces acting on all the members to remain in the group or, more simply, the attractiveness of a group for its members" (Yalom, 1970, p. 31). Bednar et al. (1974) described cohesion as "a condition which allows meaningful self-exploration, giving and receiving of potent interpersonal feedback, and a more general feeling of being understood, valued, and accepted" (p. 157). For the purposes of this study, high mean scores (i.e., greater than 140) on the Group Attractiveness Scale (GAS) by group members and high levels (i.e., mean score greater than 7) of verbal intimacy as determined by the Levels of Verbal Intimacy Technique (LOVIT) instrument, are considered to be indicators of cohesion development in groups.

Attraction to group is defined by Evans (1984) as an individual's desire to identify with and be an accepted member of the group. It will be measured by the Group Attractiveness Scale (GAS), a paper-and-pencil instrument which provides an indication of individual group members' perception of group attractiveness. The purpose of the GAS is to measure members' feelings about a group rather than their behaviors in the group (Evans, 1984).

Intimacy is defined by Nixon (1979) as part of cohesiveness and as interpersonal attraction. It involves verbal interaction, self-disclosure and feedback by group members. For the purposes of this study, it will be measured by the Level of Verbal Intimacy Technique (LOVIT), an observation

checklist developed by Amidon and Kavanaugh (1978; 1979) to measure depth of verbal communication in a group.

Interpersonal learning is defined by Yalom (1970) as "a broad and complex curative factor representing the group therapy analogue of such individual therapy factors as insight, working through transference, corrective emotional experience, as well as processes unique to the group setting" (p.16).

Growth group is described by Bollet (1971) as a group that involves development of awareness and growth among "normals," or among those people who are functioning acceptably in society within a normal range.

Therapy group is a group designed to allow the participants to try to alleviate symptoms or problems such as depression, sexual difficulties, anxieties, and psychosomatic disorders. Therapy groups may be organized for the purpose of correcting specific emotional and behavioral disorders that impede people's functioning. The focus of such a group is on the unconscious factors and one's past, in addition to personality change. These groups are usually of longer duration than most other types of groups (Corey & Corey, 1987)

Programmed personal growth group is a structured group in which the activities and directions are preprogrammed and recorded to allow the group members to explore themselves in a set sequence of events (Berzon, 1968; Bollet, 1971).

Structured group, for the purposes of this research, is a group that receives programmed instruction for specific

activities to take place during group session (Corey & Corey, 1987). This group will receive audio-taped instructions from the series developed by Berzon (1968).

Unstructured group, for the purposes of this research, is a group that receives no specific instructions for activities during group sessions. This group will be allowed to develop its own agenda at its own pace, with the only requirement being that they meet at the same time each week for the same amount of time (Corey & Corey, 1987).

CHAPTER II

REVIEW OF RELATED LITERATURE

A review of related literature is presented in order to provide background information concerning the development of intimacy in groups. It covers various aspects of group development and types of groups, intimacy in groups and individual member attractiveness to group.

Research in the fields of anthropology and sociology indicates that interpersonal relationships play an important role in individual development (Yalom, 1970). Hamburg (1963) noted that data from the study of primitive human cultures and nonhuman primates are convincing indications that the human species has always lived in groups characterized by and persistent in intermember relationships. He also cited the adaptiveness of the human species' interpersonal behavior in an evolutionary sense. Without intense, positive, reciprocal interpersonal bonds, both individual and species survival would not have been possible.

Cohen and Epstein (1981) stated that a group can be considered as a social microcosm, i.e., a learning laboratory where individuals can increase their understanding of themselves and others as social beings. This highlights the importance for developing an understanding of the processes

that occur in group interactions and the relationship of certain factors to those processes.

Group Development and Process

Corey (1981, 1977), Yalom (1985, 1975, 1970), and Rogers (1970) all identified certain characteristics, processes and functions that tend to be common in the "developmental life" of a group. Rogers (1970) stated that certain characteristics or functions tend to be embraced by all groups regardless of their composition or purpose:

1. A psychological climate of safety and reduction of defensiveness gradually occurs allowing greater freedom of expression.
2. In such a climate, immediate feelings and reactions tend to be expressed.
3. Mutual trust develops with a willingness to express both positive and negative feelings.
4. With less defensiveness, the possibility of growth and change becomes less threatening.
5. Individuals become more willing to learn from each other.
6. Feedback becomes greater so that individuals learn the impact they have on each other and their interpersonal relationships.
7. From this improved climate willing communication of new ideas, concepts, and directions unfold and become desirable rather than threatening.
8. What is learned in the group tends to carry over to an individual's relationships outside the group (p. 6).

These concepts seem to be paralleled by Yalom's "curative factors," those which occur during therapy to promote or facilitate change during group therapy (Yalom, 1970).

Riordon and Beggs (1988) indicated that these curative factors are important for support groups to be effective regardless of whether a leader was present or not. Yalom (1970)

stated that natural lines divide these factors into the following ten categories:

1. Imparting information.
2. Instillation of hope.
3. Universality.
4. Altruism.
5. Corrective recapitulation of the primary family group.
6. Development of socializing techniques.
7. Imitative behavior.
8. Interpersonal learning.
9. Group cohesiveness.
10. Catharsis (p. 5)

These curative factors occur regularly at various periods in group development. Yalom (1970, 1975) believed that among the ten factors, group cohesiveness and interpersonal learning are the two key factors in therapeutic outcome, and that they are the most complex of the ten factors.

According to Yalom (1975), interpersonal learning is comprised of three concepts:

1. The importance of interpersonal relationship.
2. The corrective emotional experience.
3. The group as a social microcosm (p. 16)

This perspective lends support to Hamburg's (1963) conclusion that interpersonal relationships have been found to play a crucial role in individual development.

The corrective experience serves to repair past traumatic experiences. It involves situations in which the individual is provided supportive experiences that facilitate relearning of coping behaviors. Yalom also stated that a "freely interactive group, with few structural restrictions will, in time, develop into a social microcosm of the participant members" (1970, p. 24). That is, given enough time,

individual group members will begin to be themselves, to interact in the group the way they interact in their normal social spheres, and to create the interpersonal universe which the members have inhabited.

Cohesiveness may not be a curative factor per se, but rather a precondition for effective therapy. This lends support for Corey's (1981) conceptualization of stages of group development, in particular the working stage, where cohesiveness is seen as a necessary factor. Kormanski (1988) and Maples (1988) also described cohesiveness as being a necessary factor as groups reach the middle stages of development. Corey indicated that group development is a process which takes place during the life of a group. He described group process as "the stages of development and characteristics of each stage" (1981, p. 15). Four stages of group development through which a group typically progresses were identified by Corey (1981):

1. Organization stage. Exploring members' expectations, defining goals, defining individual members' role in the group, and presenting public and socially acceptable images.
2. Transition stage. Conflict and struggling for control in the group, expressing negative feelings, anxiety, and testing others in order to discover what is safe.
3. Working stage. Evolvment of group cohesion, solidarity, intimacy, trust, hope, empathy,

commitment to change, self-disclosure, personal power, confrontation, catharsis, freedom to experiment and feedback.

4. Consolidation and termination stage. Re-isolation, resistance to ending the group, and avoidance of reality.

While these stages and curative factors as described by Yalom (1970) seem to be sequential, there is no set time frame in which they develop. In fact, as group process evolves, it may move in and out of the stages at different periods of time (Corey, 1981). Factors such as type of group, leadership, structure of the group, and characteristics of membership all have impact on the movement or progression of a group's development.

Types of Groups.

The frequently cited types or styles of group tend to follow the styles of leadership recognized in the group, that is, authoritarian, democratic, or group-centered (Bollet, 1971). The capabilities and motivations of the group members are believed to be the basis for each pattern.

In group psychotherapy, the focus has been on factors that contributed to the reorientation of "abnormal" persons to a "more normal" existence, therefore, a more authoritarian or directive style of leadership has been the focus (Kemp, 1970). However, in social psychology the focus has been more on the relative effects on decision-making processes in

relation to the various group styles and less directive styles of leadership (Gordon, 1955).

More recently a different style of group has emerged. which Rogers (1970) referred to as the "intensive group." This style is referred to in the literature by various names, with T-group, sensitivity group, encounter group, and personal growth group being the most common (Yalom, 1970). The emphasis in a T-group is on "training," as in human relations training groups or interpersonal sensitivity training groups. Yalom considered this particular style of group to be the prototype of a variety of similar groups, e.g. personal growth and support groups.

While there are many similarities among these types of groups, there also are marked differences. One such distinction, especially between encounter groups and T-groups, is that encounter groups usually have no institutional backing and are more unstructured. They also are led more often by "untrained" leaders and generally emphasize an experience rather than change per se (Yalom, 1970, 1975).

Several studies have focused on the individual aspect of the members because each member experiences the group in his/her own particular way. The experience depends on several factors including reasons for participating, individual expectations of the group, previous experience and needs, member background, current sensitivities and "blind spots," position in the group, and the personal meaning the group's composition has for the member (Blake & Mouton, 1956). Blake

and Mouton (1956) explained these individual differences as being reflected in the perception of the group as a whole and the member's role in the group. They developed a set of eleven T-group scales designed to represent the fundamental characteristics of group behavior. From analyses of sensitivity group member responses to the scales, three basic dimensions in group development were formulated:

1. Cohesion--feeling a part of the group, listening to others with respect, and feeling that one's group is a good one.
2. Group accomplishment--feeling that the goals of the group's activity are clear, having a topic which is concrete and down to earth, and feeling that one's remarks are listened to and considered with respect.
3. Group development feedback--using process feedback and discussing problems of working together in a group in contrast to talking about "outside" topics (Blake & Mouton, 1956).

Clark (1963) observed member interactions and identified the manner in which a series of events in sensitivity training related to self-learning as it occurred in the interpersonal context. He observed that the members did something which seemed to encourage significant growth in others, and that this "something" seemed to be behavior which the recipients saw as congruent, empathic and positive regard.

In another study, individual member responses to a questionnaire they were to describe their groups and their roles in those groups were compared with external observers' ratings of group process. Observers' ratings suggested that behaviors within the two groups were quite different. However, the members of both groups tended to describe their group as warm, work-oriented, and relevant. Such findings suggest that there may be a stereotyped impression of what constitutes a "good group" (Lieberman, 1958).

Burk and Bennis (1961) studied the impact of encounter groups on changes in perception of self and other group members. They devised a "Group Semantic Differential" which was administered twice to each member of six T-groups at different times during a three-week laboratory. The results of the study indicated that perception of self and ideal self tended to converge. Burk and Bennis also stated that the way people perceive themselves and the way they are perceived by others become more similar over of time.

Rogers (1970) considered individual members being open and honest to be important in their interpersonal relationships. He stated that the group finds it unbearable for any member to live behind a "mask" or front. He also focused on the climate of the encounter group and how the freedom there allows members to move toward more flexibility, openness to experience, being more closely related to their feelings, and being more expressively intimate in their interpersonal relationships.

Group Leadership

One of the basic factors relating to group development lies in leadership or leadership style in group process. Leadership in itself raises the issue of leader present vs. self-directed, leaderless groups (Bollet, 1971; Broome, 1984). The type of (i.e., name given to the) group is often determined by the style of leadership in the group. Various aspects of leadership have been studied to determine the most effective style in working with groups. Studies of leadership style have indicated that no particular style is significantly better at promoting therapeutic outcome in groups than another (Broome, 1984). Bollet (1971) found no significant difference in outcome between groups with a leader present and a leader not present during the session. Rogers (1970) stated that "groups without leaders are effective as training media" (p. 119). Both Rogers and Bollet indicate that leadership in groups may not be the key factor in group developmental process.

The research results seem to indicate that other factors may be as important or more important than leadership in the group process (Bollet, 1971; Broome, 1984). This is supported by the research of the Western Behavioral Sciences Institute of La Jolla, California, from which available evidence seems to indicate that the group process in leaderless and leader-led groups is similar (Broome, 1984).

Childers and Couch (1989), Hines (1988), and Omizo and Omizo (1987) cited the importance of the leader in relation

to what takes place in group sessions. Ohlsen (in Horne, 1989) further emphasized that the leader is a key element in groups. He stated that effective techniques depended on how effective the leader was. Korda and Pancrazio (1989) discussed the role of the leader in limiting negative outcomes for group members. Childers and Couch (1989) also cited the leader's importance in challenging the myths and misconceptions relating to groups.

In describing the purpose of a leader in a group, Gibb and Gibb (1971) stated, "The immediate and primary intent of the leader is to improve the effectiveness or change behavior of normal people in the organizational or natural group setting rather than to relieve distress or to change personality or structure" (p. 101). Schutz (1967) and Corey (1981) believed the function of the leader to be that of facilitating change by impacting the process during the group session.

The idea of self-directed groups has been a focus of research, probably as a result of the influence of Rogers' "client-centered" approach. Traditionally, treatment has been viewed as "doing something" to another person, i.e., manipulating or adjusting behavior so that the person would function in more socially acceptable ways (Berzon, 1966). With the advent of the "client-centered" orientation, increased emphasis has been on the creation of a therapeutic climate within which the individual can explore solutions to problems and become more fully aware of the impact

interpersonal interactions have on relationships with others (Bollet, 1971).

Clark and Culbert (1965) stated that gains in self-awareness of group members are related to the number of mutually perceived therapeutic relationships formed between group members. Berzon and Solomon (1964) extended this approach in their research on the use of small groups for personal growth learning. Rogers (1958) cited the basic rationale for the use of self-directed groups by indicating that to be helpful in a therapeutic relationship, what you know may not be as important as how you are as a person.

The idea of making intensive group experiences feasible for people who could not procure a leader or afford one was the rationale for Berzon's (1966) development of the self-directed approach to groups. In their research, Berzon, Pious and Forson (1963) found that incidents from members of therapeutically-oriented small groups indicated that about as many helpful growth experiences involved interaction between peers as involved interaction between group members and group leaders. In another study, Harrow, Astrachan, Becker, Miller, and Schwartz (1967) found that conventional leader-led group sessions were significantly more tense and depressed than not-led sessions and that there was a tendency for the not-led sessions to be warmer and more supportive.

Salzberg (1967) found fewer problem-relevant responses were made in the absence of a group leader, but that there was a greater degree of spontaneity by the group members. He

also indicated that over the course of leaderless sessions, group members placed less emphasis on individual personal problems and became more concerned with personal problems of other group members. Seligman (1968) demonstrated that therapist-led groups and alternating therapist-led/self-directed groups were essentially comparable with regard to verbal behavior. The self-directed groups indulged in more conventional behavior, less responsibility for involving themselves in therapeutic productive behavior and less interpersonal threat than members of therapist-led groups.

With the idea of fostering self-directed groups, Berzon (1968) developed a series of tape recorded instructions for groups that could be used in place of a leader. Actually, Berzon believed that her work clarified the role of leader and then built leader functions artificially through the taped instructions for the group. The tapes included a series of exercises and tasks for the group to explore following the principles of group development. Following the exercises, the group members spent the remainder of the time discussing their reactions to it.

In a follow-up, evaluative study comparing the results of professionally directed groups, self-directed groups, and control groups (i.e., no group experience), Berzon (1968) found that the professionally directed groups and self-directed groups, but not the control groups, showed significant increase in self-concept as measured by The Self Concept Rating Scale. Follow-up results taken one year later

indicated that positive changes persisted for the professionally directed groups but not for the self-directed groups.

Rudman (1970) used the Berzon Encountertapes for Personal Growth Groups in a study of positive changes in self-concept as measured by The Self Concept Rating Scale. University students were divided into leader-led, encountertape-led, and control groups. He found no change in self-concept among the control groups. However, the subjects of the encountertape-led groups did have significant changes in self-concept. Thus, the results supported the claim that the encountertapes were useful tools for change in self-concept.

Group Structure

Another area in which the research has not been conclusive as to which is best or most effective for group development is the area of "structure" in group (Bollet, 1971; Broome, 1984). Several studies have emphasized experimentation in ways to structure interactions in small groups to accelerate learning process for participants (Bollet, 1971). There are advantages and disadvantages to the more structured aspect of group activities. Structure in groups covers a broad spectrum, including specific activities for the leader to use, programmed booklets for group members to use, and taped directions for use in groups to enhance group movement (Bollet, 1971; Egan, 1970).

Schutz (1967) devised techniques for general use in growth groups and for particular use in encounter groups.

Shapiro (1966), and Shostrom (1967) developed systematic approaches to structuring interactions in small groups. Rothaus, Johnson, Hansen, and Lyle (1966) used feedback instruments as a means of enhancing learning processes in autonomous groups.

There is disagreement about the effectiveness of structure in groups. Bednar, Melnick, and Kaul (1974) indicated that initial structure in the early stages of a group may reduce distortions, interpersonal fears, and subjective distress, and stated that these factors interfere with group development and contribute to dropout behavior. They postulated that long term group development and client improvement may be facilitated by structure that is used to direct and augment new learning skills interaction. Bednar et.al. suggested a model of group development as progressing through the following stages: (a) ambiguity, (b) structure, (c) increased risk taking, (d) increased cohesion, and (e) increased responsibility.

Crews and Melnick (1976) studied the importance of structure in groups by utilizing three structured learning exercises consisting of initial structure, delayed structure, and no structure. Assessments of the effects of structure were made on anxiety, group cohesion, and quality of interpersonal interactions at two different points over the groups' life span. Structure was found not to increase feedback, confrontation, and cohesion. Greater self-disclosure occurred earlier in groups with initial structure, but

dissipated over time as self-disclosure in other treatment conditions increased over time. Anxiety was unexpectedly found to be greatest in the initial structure groups. The authors concluded structure to be relevant to three areas of group outcome and process including, "the initiation of a group, the anxiety experienced by members, and the development of group cohesion" (Crews & Melnick, 1976, p. 92).

Levin and Kurtz (1974), in a study where leaders of a structured group initiated exercises designed to foster giving and receiving feedback and leaders of a nonstructured group assumed an inactive nondirective role, found the structured experiences superior to the nonstructured in producing positive member perceptions of the experiences across a wide range of leader experience and member characteristics. The increased opportunities in structured groups resulted in greater ego involvement. Not only did structure give "permission," but also "required" members to engage in behaviors such as (honest) feedback, expression of feelings, and confrontation (which ordinarily is inappropriate or not sanctioned outside the group environment).

Weis, Zarski, and Perkins (1988) postulated that structured, leader-present group experiences are effective in improving clients' awareness of the impact of negative behavior on others and in working on self-esteem and behavioral issues. Palmo, Rex, and Newman (1989) found no significant difference in measures of self-esteem as measured by the Tennessee Self Concept Scale for structured groups. Trotzer

(1988) stated that structure in groups is important in promoting movement toward cohesion and the working stages of groups.

Not all research supports the use of structure in formation and operation of groups. Rogers (1970) placed emphasis on the freedom of the group members to set the pace and style for the group in his client-centered approach. Lieberman, Yalom and Miles (1973) reported that structure did not generally improve the members' group experience. They demonstrated a curvilinear relationship between structure and outcome; positive outcome was negatively correlated with very high and very low structure. They concluded that structured exercises tend to thrust members into higher levels of expression and interaction earlier, but at the expense of natural group development and autonomy.

Lee and Bednar (1977) reported that the effects of group structure were most significant and beneficial for subjects with low risk-taking dispositions or skills (which were assessed prior to the group experience). Broome (1984) stated "process variables such as self-disclosure, feedback, and group structure have come to be a major focus of attention and research in group dynamics. One of the most effective ways of viewing the group and its process is the assessment of group members' verbal interactions" (p. 4). However, he reported no significant difference in the depth of process involvement between members of structured and unstructured groups.

Rabin (1970) suggested that spontaneous behavior and natural group development are fostered best in an ambiguous, unstructured atmosphere. He postulated that imposed structure might lead to less genuineness and interfere with the natural unfolding of direction and purpose of the group. This is also in line with Rogers' (1970) ideas relating to the client-centered group development. Meador (1980) investigated Rogers' (1970) movement scale and found that both structured and unstructured group formats significantly increased the depth of process involvement over time.

Development of Intimacy in Groups

Much of the literature relating to intimacy seems to be concentrated on the intimate relationships of couples (Nixon, 1979). However, the idea of intimacy among group members as being an indicator of cohesion in the developmental process of a Group also has taken on more importance in the research relating to group process (Amidon & Kavanaugh, 1979; Colangelo & Doherty, 1988; Egan, 1970, 1973).

Egan (1970) described intimacy as an interpersonal experience characterized by self-disclosure and the giving and receiving of feedback. He indicated that intimacy and intimate interactions are indicators of cohesion in a group. From a study using a contract system with groups, he reported that frequency of self-disclosure increases in groups with a contract as compared to noncontract groups. He stated that other indicators of cohesion are apparent earlier in groups using a contract. Egan (1973) pointed out that by its

nature, the group conveys a permission to engage each other at deeper and more intimate levels of interaction than that which is experienced in day-to-day living.

Corey (1981) stated that genuine intimacy develops after people have revealed enough of themselves for others to identify with them. Identification with others eventually brings closeness, which allows the members of a group to help one another work through fears related to intimacy. Colangelo and Doherty (1988) indicated that the comfort level of group members leads to more emotional self-disclosure and described a model of group development allowing inclusion and intimacy as factors. Nixon (1979) cited the sociological perspectives of groups and the interactions among members of groups, and identified cohesion as essential to small group process and intimacy development as a part of cohesiveness. He believed intimacy to be interpersonal attraction and to involve verbal interactions, self-disclosure, and feedback by group members.

Paul and Paul (1983) supported the importance of self-disclosure in intimacy development. They indicated that there are strong "roadblocks" to development of intimacy. These roadblocks are related to the fears an individual may have at disclosing him/herself to others, usually the fear of being rejected.

Amidon and Kavanaugh (1979) stated that intimacy and closeness are concerns of members of most groups, and of particular concern for counseling, therapy, and sensitivity groups whose goals are related to intimacy and closeness.

They concluded that one way to gain understanding of the levels of intimacy in a group is through listening and observation. The results of their research indicated that intimate interaction is not synonymous with positive interaction. The level of intimacy expressed in a person's behavior is influenced by two factors:

1. The desire to feel close to others through disclosing information about oneself.
2. The desire to exchange feedback with others (Amidon and Kavanaugh, 1979, p. 465).

Amidon and Kavanaugh (1981) listed what they perceived as the characteristics of an intimate relationship: (a) feelings of attraction to the group or individual, (b) feelings of being accepted by the other or others, (c) feelings of trust, and (d) feelings of safety. They stated that intimacy is characterized by listening, open exchange of feelings and ideas, and willingness to try new things to keep the relationship intimate. The idealized view of intimacy was described as a mixture of sex, romance, and control. An important factor that seems to evolve is the level of intimacy that exists is created by two or more people interacting, a process that is characterized by listening, loving, and fighting with the rewards of joy, excitement, and pain (Amidon & Kavanaugh, 1981; Kavanaugh & Holt, 1980).

Another aspect relating to the importance of intimacy in relationships seems to involve what happens when people do not achieve intimacy. If intimacy is not achieved, people

make substitutions related to "power," such as money, fame and achievement (Amidon & Kavanaugh, 1981).

Lewin (1951) proposed that participation in groups is a potent means by which to learn new social skills. Kavanaugh and Holt (1980) supported this concept of group participation as a means of learning social skills. They concluded that intimacy is a learned, "teachable" skill and outlined the skills that can establish and enrich one's level of intimacy by placing emphasis on open communication and depth of interactions. This supports Sullivan (1953), who referred to interpersonal learning as the cornerstone for personality change.

Rogers (1958) described seven stages of process in individual psychotherapy that can be paralleled to development of cohesion and intimacy in groups. He stated that a key point is the feeling of acceptance by the client. The greater the amount of acceptance or feeling of being "received" by the client, the quicker the process changes from external to internal thoughts and discussion. This concept closely parallels the development of verbal intimacy outlined by Amidon and Kavanaugh (1979).

In examining the development of intimacy in groups in relation to the phases of group development, Bennis and Shepard (1956) and Kavanaugh and Bollet (1983) outlined two primary phases of group development as being authority relations (or dependence) and intimacy relations (or interdependence). They indicated that the evolution of interdependence

represents not only a change in emphasis from power to affection, but also from role to personality. A group's force, when it emphasizes role, is on behavioral expectations placed on the members and leader in accomplishing a defined task. When emphasis is on personality, the uniqueness of each member is recognized and individuals are drawn toward or away from relationships based on recognized differences.

Others, such as Taylor, Altman and Sorrento (1969), explained this development by what they called the social penetration theory. This theory holds "the growth of an interpersonal relationship is hypothesized to be a joint result of interpersonal reward/cost factors, personality characteristics, and situational determinants" (p. 325). Dyck (1963) described social interaction as occurring "when an action by one person is in some way responded to by another person, when each person is aware of the other and of the action in question, and when the action responded to is directed to or about the person who is responding" (p. 80).

Another aspect postulated as being an important indicator of intimacy development is that of self-disclosure. Jourard (1971) defined self-disclosure as "the act of making yourself manifest, showing yourself so others can perceive you" (p. 19). He indicated the importance of reciprocity of behavior and the matched intimacy when this occurs. This is a strong indicator of the power and importance of self-disclosure in group interaction, and a confirmation of the

statement "disclosure begets disclosure" (Jourard, 1971, p. 66).

Halverson and Shore (1969) supported the findings of Jourard (1959a; 1959b) that readiness to confide personal information increases the degree of liking by others. They stated that self-disclosure has been shown to contribute to the development of social relationships and that socially accessible persons will behave more openly, flexibly and adaptively. In their research they found self-prediction of social accessibility and self-disclosure to be highly correlated. Worthy, Gary, and Kahn (1969) contributed additional credence to the concept that self-disclosure opens interactions for further development of intimacy. They stated that the reception of self-disclosure from another is rewarding in and of itself because of the implication that one is trusted. They concluded that a greater amount of intimate information was disclosed to those from whom intimate information had been received.

Query (1964) and Powell (1967) cited the importance of the concepts of openness and reciprocal disclosure as they relate to self-disclosure. Query (1964), in a study of self-disclosure as a variable of group psychotherapy, found that unlike extraversion (which is an attitude of interest in phenomena outside of self), self-disclosure is an interpersonal process based on the depth of intimacy of interactions, and not only the volume of verbal output. Powell (1967) supported the concept that open disclosures tend to lead toward

an increase in this type of statement in dual interview situations. He stated that it is conceivable that as members of a group feel more accepted, as indicated by willingness to disclose openly, the level of verbal intimacy increases.

In a study designed to test Egan's (1970) hypothesis that explicit contracts for group performance lead to more rapid development in groups in relation to cohesion and growthful interaction, Ribner (1974) found that groups can be structured to facilitate interaction, especially self-disclosure, thereby supporting Egan's hypothesis. However, the intimacy level of topics discussed was not altered by the introduction of the contract. Individuals in contract groups showed significantly greater attractiveness for their group yet significantly less mutual liking than individuals in non-contract groups.

In relation to development of intimacy, much of the literature supports the concept that self-disclosure is an important ingredient and lends credence to the idea that in measuring the levels of verbal intimacy in a group, this concept must be considered as an important indicator. In fact, Truax and Carkhuff (1965) found a correlation between successful group therapy and the patient's transparency (i.e. self-disclosure) over the course of the group.

Another concept considered to be an important factor and to be a parallel to this development is feedback. Bednar and Kaul (1978) stated "the ability of groups to offer and receive feedback in a healthy, relatively comfortable style may

be indicative of substantial disinhibition and new emotional and behavioral learning" (p. 805). This may be shown in (a) the disapproval and disputing of unrealistic expectations, (b) greater ability to learn from the consequences of one's actions, and (c) acquiring behaviors which are more adaptive.

Jacobs, Jacobs, Gatz, and Schaible (1973) stated that feedback is "the process by which group members inform each other as to how their behavior is received and reacted to by others" (p. 244). This concept can then be described as being an important factor, along with self-disclosure, as indicated by some of the studies completed by Jourard (1971) and Amidon and Kavanaugh (1979). While self-disclosure requires the sharing of one's self with others, the giving and receiving of feedback can be explained as the next step of this sharing. As one receives feedback, further disclosures as to the impact of that feedback can then take place. This introduces the importance of "here-and-now" interactions as an indication of intimacy within a group (Amidon & Kavanaugh, 1979).

The more intimate the interactions that occur, the greater amounts of feedback and self-disclosure that also may occur. This can be supported by a quote attributed to Dr. William Schutz: "When people face reality with all their cards on the table the whole quality of human life changes. Human relations become more productive, and more satisfying. Energy is unblocked and people are happier" (James, 1970, p. 34).

Attractiveness to Group

As group members become more comfortable with each other and the interactions that occur in the group, levels of attractiveness for the group increase (Evans, 1986). Indications from the research are that members who are highly attracted to their group are more willing to engage in deep and meaningful exploration, which would include greater self-disclosure and more appropriate feedback for members in the "here-and-now" (Evans, 1984). This idea parallels the concepts of Corey (1977) and Egan (1977, 1976, 1973), pointing to the developmental process of the group and the stage at which the group becomes more productive. Evans (1984) indicated that willingness to engage in these deeper levels of interactions is related to the amount of attractiveness the group members feel for each other and toward the group.

Consequently, if a group member does not feel attracted to the other group members, there will be very few intimate interactions in the group (Evans, 1984). This also holds for the member's attraction to what is happening in the group sessions. That is, if members feel that the interactions are relevant and that activities are productive, there is a greater amount of attraction to the group and a greater desire to participate fully in the sessions (Evans, 1984).

Caple and Cox (1989) stated that in structured and nonstructured groups, members reported similar levels of attraction to group at early stages of group development. However, in groups where greater structure was imposed,

members reported higher levels of attraction to group in the later stages of development than members of nonstructured groups. This lends credence to the idea that as members perceive the group activities to be relevant, the attractiveness to the group increases (Evans, 1984).

The implications are that the factors of self-disclosure, feedback, and attraction to group have an important impact on the developmental process of a group. However, it is not clear as to how these factors interact throughout the duration of a group. Therefore, this research undertakes the task of investigating the association of the categories of the levels of verbal intimacy and the difference in members attraction to group across the duration of the group in structured and unstructured adolescent groups.

CHAPTER III METHODOLOGY

This study was an investigation of adolescent group members' levels of verbal intimacy and attractiveness to group in personal growth groups. Comparisons of levels of verbal intimacy among group members and group members' indications of attractiveness were made between structured and unstructured groups.

Variables

The independent variable in this research was group type. Individuals were assigned randomly to either a "structured" group that received audiotaped instructions for the group sessions or an "unstructured" group that received no specific instructions for the group sessions. The dependent variables considered were: (a) levels of verbal intimacy developed among group members and (b) individual member's attraction to the group.

Population

The participants for this study were selected from the members of the English speaking community in Cairo, Egypt, who were students in the secondary school (grades 9-12) of Cairo American College. This population contained a mixture of nationalities from all parts of the international community. Cairo is the capital of Egypt, and had a population of approximately 15,000,000 people. The English speaking

community comprised approximately 25,000 to 30,000 people. The majority of the English speaking population in Cairo were family members of persons working for foreign services (e.g., embassies or United Nations organizations) or international business (e.g., oil industry, defense contractors, agricultural consultants, banking and economic advisors, or manufacturing).

The student population of Cairo American College secondary school consisted of approximately 45% American nationals, with the remainder representing fifty (50) different nationalities. Approximately 13% of the latter were Egyptian and another 6% were from other Arab countries. Together, they constituted the next largest cultural group behind American nationals. According to the school's admission policy, students accepted for enrollment must have been "fluent" in spoken English. However, those judged to need assistance with reading or writing in English were assigned to "English-as-a-second-language" courses. The total population of the secondary school was approximately 500 students, of which approximately 54% were males and 46% were females.

English speaking persons in the Cairo area consisted of primarily middle and upper middle class persons similar to those that might have been expected in traditional communities or large cities in the United States. The community differed in that it was an international community comprised of people who had lived most of their lives in environments other than the United States. The population is

characteristically highly transient. The school population could have been classified as primarily college preparatory students. They had high achievement expectations and above average academic performance compared to counterpart students in the United States.

Sampling Procedures

Sampling for the study was accomplished by utilizing students in elective social studies (e.g., Human Relations, Psychology, Future Directions, Anthropology, or Sociology) and Health/Human Biology classes available to grade 10 through 12 students at Cairo American College. This provided a representative sample of the total student population because all students had equal opportunity to choose one of those electives during their three years of high school. Students in the classes who chose not to participate were allowed to work on independent assignments during the group sessions.

A pregroup orientation was conducted in each of the classes in order to solicit volunteers for participation in the groups and to collect demographic data. The orientation included distribution of the informed consent letter (Appendix A) and completion of a personal information questionnaire and group participation contract (Appendix B).

Sufficient numbers of participants were needed to fill four groups. Each group initially consisted of ten (10) members randomly assigned from those selected for participation from a pool of 60 volunteers. However, two members dropped

out of the groups after the second session, one from the structured group to return to his home nation and one from the unstructured group due to illness. This grouping was based on the indication by Corey (1981) that the ideal size of groups of adolescents is between eight (8) and twelve (12) members to achieve effective outcomes. The minimal acceptable breakdown proposed for the final sample consisted of no less than 20% from any one grade level and an approximately 60:40 ratio according to gender (male:female). Figure 1 presents the breakdown by gender of the participants selected. Students who were assigned to beginning English-as-a-second-language classes were excluded from participation.

Figure 1
Group Participants by Gender

Type of Group	Male	Female	Total
Structured group	10 ^a	9	19
Unstructured group	11 ^b	8	19

^aOne student dropped out after the second session in order to return to his home country.

^bOne student became ill with hepatitis during the second week of the groups and dropped from participation.

Instrumentation

The following instruments were used to gather the data for this study.

Group Attractiveness Scale. The Group Attractiveness Scale (GAS) (Appendix C) was developed by Nancy J. Evans of Indiana University and Paul A. Jarvis of Illinois State

University. The instrument is designed to measure a group member's attraction to a group. It is a 20-item, self-report inventory. The response scale is a graphically presented, nine-point, Likert-type scale designed to measure a member's feelings about a group. The instrument consists of a series of statements relating to attraction to group. The respondent is requested to indicate the extent to which s/he agrees with each statement. The scale is scored by summing the responses, a higher score indicating greater attraction to group (Evans & Jarvis, 1986).

The internal consistency of the GAS has been examined in three different studies yielding coefficient alphas of between .90 and .97 (Evans & Jarvis, 1986). The same studies yielded information relating to the validity of the instrument. Using multiple regression analysis, a significant relationship between interpersonal attraction and attraction to group was found over the duration of the group. In addition, the relationship between group consultants' assessment of members' attraction to group and members' scores on the GAS were explored in a separate study by Evans. The correlation between the consultants' responses on the consultant questionnaire and the members' scores on the GAS was .66, significant at the .01 level (Evans & Jarvis, 1986).

In a study by Cox (1982), GAS construct validity was investigated by determining the relationship between the GAS and the cohesion subscale of the Group Environment Scale (GES) (Moos, Insel, & Humphrey, 1974). The correlation

coefficients between scores on the cohesion subscale of the GES and GAS scores reached statistical significance at all times of administration. The second administration of the cohesion subscale and the second administration of the GAS correlated .69 while the third administration of the cohesion subscale and the fourth administration of the GAS correlated .72.

Simutus (1983) also explored GAS construct validity by examining the relationship between attraction to group and absenteeism and the impact of termination on attraction. Significant correlations between the number of sessions spent dealing with termination and mean score on the GAS were found, .35 and .51 for the second and fourth administrations, respectively. Correlations between scores on the GAS and the number of times a member was absent from the group were all negative, indicating that members who reported more attraction to group were less likely to be absent.

Levels of Verbal Intimacy Techniques (LOVIT) Observation Instrument. The LOVIT (Appendix D) is a systematic observation rating scale constructed so as to (a) focus on verbal behavior, (b) be exhaustive of all types of verbal interaction, (c) allow for ease of response recording, and (d) follow theoretical assumptions about group development.

The instrument's subcategories were developed to be used for documenting a group's progress through the various stages of development toward intimacy and group-centered involvement. This progression is measured by the level of intimate

verbal behavior. Intimate verbal behavior is defined as interaction among group members which satisfies the following four conditions:

1. The statement is "here and now" oriented, meaning in the present tense (or having occurred during the current session).
2. The statement directly indicates that the speaker is in touch with thoughts or feelings, and owns them as his/hers.
3. The thoughts and feelings are clearly and directly stated within the group.
4. The statement is in reference to and directed toward the entire group. (Amidon & Kavanaugh, 1978, p. 3)

A scoring system was developed to consist of ten categories including all possible verbalized statements of group members' interactions. A complete description of each category is included in Appendix C. Ratings are made at various time intervals throughout the group sessions and consist of recording a mark each time a particular type of verbal interaction occurs during that time period. Category 1 indicates the lowest level of intimacy in verbal interactions and category 10 indicates the highest. At the completion of the group session totals for each category are tabulated.

Amidon and Kavanaugh (1978) discussed the difficulty in establishing a reliable observation instrument and stated that the observation of social interaction presents some unique problems. First, the interaction itself is difficult to describe. A second complication is the difficulty involved in translating the many types of interactions into observable behavioral differences. They also stated that the researcher must look closely at the descriptive labels and

units of behavior to be certain that an interaction has actually taken place. This points to the need for the observer to be familiar with the instrument and with the types of interactions that can occur.

Amidon and Kavanaugh (1978) also indicated that the reliability of an observation instrument is related to the competency of the observer. They described observational methods as consisting of an extension to the "scientific area of a general skill which most humans have to some degree" (Heynes & Lippit, 1954, p. 371). They stated that observational methods differ from experimental methods in the following ways:

1. Observational studies involve fewer controls.
2. The controls pertain more to the observer and the method of recording data than to the setting, task or subject population.
3. The training in an observational study is directed more toward calibrating and sensitizing the observer to the flow of events, whereas in experiments training is directed toward sharpening judgements of the subjects. (Weick, 1968, p. 360)

For example, Kavanaugh and Bollet (1983) conducted a study to determine the construct validity of the LOVIT using a method similar to the semantic differential. Cronbach's Alpha coefficient (Cronbach, 1951) was used to test the internal consistency reliability of the eight-item test used. They found that the original ranking of the categories, based on theoretical assumptions, corresponded closely to the respondents' results in the study. With the exception of a slight reversal in two high-order categories and little differentiation between those two classifications, the order of

the remaining six categories was almost identical to the original category system.

Research Design

The research approach used in this study is described by Kerlinger (1973) as Field Experiment research. He described it as "a research study in a realistic situation in which one or more independent variables are manipulated by the experimenter under as carefully controlled conditions as the situation will permit" (Kerlinger, 1973, p.401). This particular type of research has been found to be suited to testing broad hypotheses, such as those related to cohesiveness and attraction in of group dynamics.

This research was conducted in a school situation using a two-experimental-group design. The first experimental group was the structured group which received the taped instructions for each session. The second experimental group was the unstructured group which did not receive instructions for the group sessions.

This research approach allows for flexibility and applicability to a wide variety of problems and situations. However, it does present two limitations including whether one or more independent variables can be manipulated and whether the research situation is such that a field experiment can be done on the particular problem being addressed. Specific limitations of this study are discussed later.

Procedures

Participants were randomly assigned to either a structured or unstructured group that met during their class period. Each of the students in a class was assigned a number. Then, utilizing a table of random numbers, the group participants were selected from the students in elective social studies and science classes for grades 10 through 12 at Cairo American College. The study included four groups, consisting of two groups of ten members and two groups of nine members. The groups met for a total of five sessions, each lasting for one hour once per week for five weeks. The group meetings were held during the second half of the class' double period during the week.

The participation contract outlined the procedures for confidentiality and contained a statement relevant to confidentiality (Appendix B). Group members also were asked not to discuss the group sessions outside of the group itself. Further, group members were asked to introduce themselves by their first name only during the initial session and to address each other by that name (only) in all subsequent sessions.

The group sessions were held in the counseling and classroom facilities of Cairo American College in Cairo, Egypt. The rooms were approximately 12'x 20' and equipped with equipment for recording the sessions. The rooms were standard classrooms and were carpeted and air conditioned.

The group format was designed to provide the group with audiotaped instructions for the beginning of the session and activities for the members to then accomplish and process. The instructions script for the sessions is presented in Appendix E. Leaders were selected from the staff at Cairo American College and/or the counselors on staff with the Community Services Association in Cairo. Leaders were present and monitored the group sessions and insured that the audio equipment was working (but did not actively participate in the groups). Each session was audio taped to obtain ratings subsequently.

The main responsibility of the leaders for the structured groups was to insure that the group rooms were equipped with adequate numbers of chairs and that all taping and audio equipment was operating. The leaders recorded each session as it progressed. The leaders also were responsible for distributing and collecting the Group Attractiveness Scale. The tapes of the sessions and the GAS were then returned to the researcher. One other responsibility of the leaders was to pay close attention to the group members during the sessions and to make individual contact with any member or members who seemed to be experiencing discomfort as a result of the session. The leaders of the unstructured groups had the same responsibilities as those of the structured groups with the exception of playing the audiotaped instructions for the group.

The researcher selected raters to rate the tapes of sessions one, three, and five using the LOVIT. The raters were selected from the counseling staff at Cairo American College and the Community Services Association. The raters were trained in the use of the LOVIT and in the rating procedures. Final selection as a rater was based on the results of rating a standardized tape provided by the researcher. Raters were considered acceptable upon achievement of 85% agreement with the standardized score. A total of three raters rated each of the sessions separately.

Hypotheses

The following null hypotheses were investigated in this study:

1. There is no significant difference in members' attractiveness to group in structured and unstructured groups.
2. There is no significant difference in attraction to group throughout the duration of the group.
3. There is no significant association between group type and frequencies of verbal intimacy responses by category of the LOVIT.
4. There is no significant association between group type and frequencies of verbal responses throughout the duration of the group.

Data Collection and Recording

Individuals selected for participation in the study were notified by the researcher of the date, location and time of the first meeting of the groups. Alternate group members were selected where participants indicated that there was a problem with their availability or that they had changed their mind about participating prior to the start of the group sessions. Participants were not informed of the type of group in which they would participate. A post-study opportunity for the research participants to receive an explanation of the results of the study was provided by the researcher.

The GAS was administered by the group leader at the end of each session. When the group members completed the questionnaire, the leader collected them as the members left the session. The completed questionnaires were returned to the researcher for scoring and interpretation.

The GAS was scored after the first, third, and fifth sessions of the group. However, the questionnaire was administered after each session for consistency of the group sessions. GAS data used coincided with the collection of the data from the LOVIT.

The LOVIT data were obtained from audiotapes of the group sessions. Ratings were completed for the first, third, and fifth sessions. Upon the completion of the ratings of the selected group sessions, the researcher collected the data from the raters.

Data Analyses

After the data were collected, results were pooled for the two structured and two unstructured groups for both the Group Attractiveness Scale (GAS) and Level of Verbal Intimacy Techniques Scale (LOVIT). The rationale for pooling data was that the respective groups were composed of the same types of people and received the same instructions.

A two-by-three factor analysis of variance with repeated measures on the second factor (Borg & Gall, 1983) was conducted for the GAS in order to determine differences in attraction to group on the basis of group type (structured or unstructured), and on the basis of session. Additionally, interaction F values were computed. All tests of significance were evaluated at the .05 level.

A two-by-ten Chi-square test (Borg & Gall, 1983) was conducted to determine the association between group type and frequencies of verbal intimacy responses by category of the LOVIT. A two-by-three Chi-square test was conducted in order to determine the association between group type and frequency of verbal intimacy responses by session for each of the ten categories of the LOVIT. All tests of significance were evaluated at the .05 level.

Limitations

The procedural limitations in this study were: (a) participation by members of the groups was dependent upon commitment to the group and willingness to verbalize during the sessions; (b) group participants were selected from classes

that met on a regular basis and control for discussion between sessions was difficult (which could have impacted confidentiality and willingness to disclose); (c) leaders were selected from staff who may have had previous contact with the group participants (which may have impacted the willingness of some participants to self-disclose during group sessions); and (d) gathering of the data was dependent upon third parties (i.e., group leaders).

Attempts to control these limitations included offering the potential participants opportunity to decline to participate, using the participation contract (which covers areas of confidentiality and discussion between groups), and assigning leaders to groups where they had minimal contact with the participants in the past. The impact of the leader was further controlled through orientation of the leader on the limited role s/he was to play in data gathering. This was done in an individual meeting with the researcher prior to the start of the group sessions.

CHAPTER IV RESULTS

Described in this chapter are the results of the procedures outlined in Chapter III as related to each of the hypotheses presented.

Hypothesis 1 and 2

Means and standard deviations were computed for the scores on the Group Attractiveness Scale (GAS) for sessions 1, 3, and 5 for both structured and unstructured groups. Presented in Table 1 are the means and standard deviations for scores on the GAS by session.

Table 1
Means and Standard Deviations for Scores on the Group
Attractiveness Scale (GAS) by Session

Session		Structured	Unstructured
Session 1	Mean	150.53	143.90
	(sd)	(16.77)	(25.90)
Session 3	Mean	130.84	139.26
	(sd)	(35.55)	(23.40)
Session 5	Mean	140.58	128.00
	(sd)	(32.98)	(29.41)
All sessions	Mean	140.65	137.05
	(sd)	(21.65)	(21.13)

A two-by-three factorial analysis of variance with repeated measures on the second factor was computed to evaluate differences in attractiveness to group by type of group (treatment) and across sessions (occasions). Presented in Table 2 are the results of this analysis. Indicated was no significant difference between structured and unstructured groups for attractiveness to group ($p > .05$). Therefore, hypothesis 1 (no significant difference in attractiveness to group by type of group) was not rejected.

Table 2
Two-by-three Factorial Analysis of Variance for Group
Attractiveness Scale (GAS) by Type of Group Across Sessions

Source	df	Sum of Squares	Mean Square	F-test	P
Between Groups					
Treatment	1	368.64	368.64	.31	.58
Error	36	43215.16	1200.42		
Across Sessions					
Occasion	2	3994.44	1997.23	3.45	.04*
Occasion x treat	2	2226.02	1113.01	1.92	.15
Error	72	41682.21	578.92		

* $p < .05$

Because a significant main effect was found for session ($p < .05$), univariate analyses of variance were computed to evaluate the differences between sessions. In order to control for the effect of pair-wise comparisons on the alpha level, the alpha level was set at $.05/3 = .017$ for each

A two-by-three factorial analysis of variance with repeated measures on the second factor was computed to evaluate differences in attractiveness to group by type of group (treatment) and across sessions (occasions). Presented in Table 2 are the results of this analysis. Indicated was no significant difference between structured and unstructured groups for attractiveness to group ($p > .05$). Therefore, hypothesis 1 (no significant difference in attractiveness to group by type of group) was not rejected.

Table 2
Two-by-three Factorial Analysis of Variance for Group
Attractiveness Scale (GAS) by Type of Group Across Sessions

Source	df	Sum of Squares	Mean Square	F-test	P
Between Groups					
Treatment	1	368.64	368.64	.31	.58
Error	36	43215.16	1200.42		
Across Sessions					
Occasion	2	3994.44	1997.23	3.45	.04*
Occasion x treat	2	2226.02	1113.01	1.92	.15
Error	72	41682.21	578.92		

* $p < .05$

Because a significant main effect was found for session ($p < .05$), univariate analyses of variance were computed to evaluate the differences between sessions. In order to control for the effect of pair-wise comparisons on the alpha level, the alpha level was set at $.05/3 = .017$ for each

comparison of sessions 1, 3, and 5 means. Presented in Table 3 are the results of these analyses. A significant difference was found between sessions one and three, but not between sessions one and five or three and five ($p > .017$). No clear pattern in differences in means across sessions was found. Therefore, hypothesis 2 (no significant difference across sessions) was not rejected.

Table 3
Univariate Analyses of Variance for Group Attractiveness
Scale (GAS) Across Sessions by Type of Group

Source	df	Sum of Squares	Mean Square	F-test	P
Sessions one and three					
Occasion	1	2808.47	2808.47	6.20	.02*
Error	37	16766.53	453.15		
Sessions one and five					
Occasion	1	3172.12	3172.12	4.59	.04
Error	37	25283.38	691.44		
Session three and five					
Occasion	1	11.07	11.07	.02	.80
Error	37	23512.43	635.47		

Hypothesis 3

Brief descriptions of the ten categories for the LOVIT are presented in Figure 2.

Figure 2
Brief Description of Categories for the Level of Verbal
Intimacy Techniques Scale (LOVIT)

Category	Description
1.	Silence, pairing, noise, indeterminable.
2.	Small talk, verbal exchange.
3.	Talk about people and groups in general.
4.	Outside the group: Talk about individual experiences.
5.	Outside the group: Shared experiences.
6.	Group experience: Past, future, hypothetical.
7.	Outside the group: Feelings about individual experiences.
8.	Inside the group: Indirect expression of feeling.
9.	Inside the group: Description of present experience.
10.	Inside the group: Direct expression of present (this session) feelings.

Means and standard deviations for the frequencies of verbal intimacy responses for each of the ten categories of the Level of Verbal Intimacy Techniques Scale (LOVIT). The results are presented in Table 4 for both structured and unstructured groups (pooled across raters and across sessions 1, 3, and 5 for each of the ten categories).

Table 4
Means and Standard Deviations for Frequencies of Verbal
Intimacy Responses for the Ten Categories of the Level of
Verbal Intimacy Techniques Scale (LOVIT) by Type of Group

Category	Frequency	Structured	Unstructured
1.	Mean	73.67	94.33
	(sd)	(26.31)	(13.32)
2.	Mean	61.67	73.33
	(sd)	(16.86)	(22.48)
3.	Mean	32.67	59.33
	(sd)	(3.78)	(17.90)
4.	Mean	42.67	81.67
	(sd)	(2.89)	(6.03)
5.	Mean	25.67	46.00
	(sd)	(2.89)	(5.20)
6.	Mean	10.00	8.00
	(sd)	(7.00)	(5.67)
7.	Mean	38.33	57.33
	(sd)	(11.02)	(8.51)
8.	Mean	46.67	23.33
	(sd)	(9.29)	(1.16)
9.	Mean	61.33	33.33
	(sd)	(9.50)	(9.45)
10.	Mean	29.33	7.33
	(sd)	(18.82)	(3.28)

A Chi-square test was conducted on frequencies of verbal intimacy responses to evaluate the associations between structured and unstructured group types and sessions. Indicated was a significant association between group type and frequency of verbal intimacy responses by category for the LOVIT ($\chi^2 = 169.392$, $df=9,10$, $p<.05$). Therefore, hypothesis 3 (no significant association between group type and frequency of verbal intimacy responses by category of the LOVIT) was rejected.

Hypothesis 4

Chi-square values for each category of the LOVIT were computed to evaluate the association between group type and frequencies of verbal intimacy responses by session. The results of these analyses are presented in Table 5.

Table 5
Chi-square Values for Association Between Group Type and
Frequencies of Verbal Intimacy Responses by Session for the
Categories of the Level of Verbal Intimacy Techniques Scale
(LOVIT)

Category	df	Chi-square value
1.	1,2	6.64*
2.	1,2	2.66
3.	1,2	13.51*
4.	1,2	17.86*
5.	1,2	8.03*
6.	1,2	0.00

Table 5--continued

Category	df	Chi-square value
7.	1,2	6.81*
8.	1,2	29.44*
9.	1,2	35.28*
10.	1,2	0.00

* $p < .05$

No significant association was found for categories 2, 6 or 10. Significant associations were found for all other categories. Based on these results, hypothesis 4 (no significant association between group type and frequency of verbal intimacy responses by session) was rejected.

CHAPTER V DISCUSSION

The population for this study consisted of high school students in grades 10 through 12, with an age range of 15 to 18 years, living in an overseas environment. The majority of the participants had lived most of their lives in a culture that can be considered different from their native cultures. This study was not designed to consider this as a variable, therefore, caution should be exercised in attempting to generalize the results to populations in different environments and cultural situations.

Conclusions

It was expected that there would be no difference in either member attraction to group or frequencies of verbal intimacy responses between structured and unstructured groups, as indicated by Broom (1984) and Bollet (1971). Examination of the results indicated a significant difference for the variable of verbal intimacy responses. However, no significant difference was indicated for member attractiveness to group. This does not provide support for the conclusions of Evans (1986) and Egan (1977) indicating that structure tended to impact both member attractiveness to group and the member willingness to disclose or give and receive feedback during the sessions, which are indicators of intimacy in the group (Amidon & Kavanaugh, 1979).

Because member attraction to group was not significantly different for the structured or unstructured groups, little support is indicated for the concept that if members feel that interactions of the group are meaningful and activities are productive, there is greater attraction for the group (Evans, 1984). The results found here also support the findings of Caple and Cox (1989) in that the initial levels of attraction to group were similar at the beginning of the sessions and then decreased during the later sessions for both groups.

In examining the attraction to group across sessions, both the structured and unstructured groups had decreases in mean attractiveness scores. The structured group's means tended to decrease less than those for the unstructured group. However, no clear pattern in attractiveness to group developed for either group. Apparently, no "modal" ways of interacting developed in either group.

For verbal intimacy in relation to type of group, indicated was a significant association between type of group (structured or unstructured) and the level of verbal intimacy developed. This is contrary to the findings of Broome (1984) who indicated that there was no difference between structure and non-structure as regards group development. However, supported were Ribner's (1974) findings that structure tends to facilitate interaction (especially self-disclosure) and Egan's (1970) hypothesis that contracts (structure) for group performance lead to more rapid development in groups.

Examination of the mean frequencies of intimate verbal responses shows a greater number of responses in the low end of the scale for the unstructured group. The reverse is true for the structured group, especially in categories 8, 9, and 10. This also suggests a greater degree of intimacy development in the structured group. Relatedly a similar indication is found in the results of the Chi-square analyses, especially categories 8 and 9 for structured groups and larger values in categories 3 and 4 for unstructured groups. Therefore it appears there is association between frequency of intimate responses by session and frequency of intimate responses by type of group.

Because there were no significant differences in attraction to group by type of group and across sessions, and significant association in intimate verbal responses by type of group and across sessions, little support exists herein that these variables have strong relationship to group development (Corey, 1981; Evans & Jarvis, 1980; Nixon, 1979; Reis, 1986). Therefore, it is still unclear as to definitive indicators of the development of cohesion in groups (Evans & Jarvis, 1980).

Implications

There is an indication from theoretical standpoints that groups tend to develop through a process (Corey, 1981; Yalom, 1975) which includes specific stages of development. The results of this study indicate that there may be measurable factors which can help to identify the particular stages of development. Counselors need to be aware of member

perception of the group (i.e., attractiveness) and the types of interactions that take place in the group (i.e., frequency of intimate responses) in order to understand group development effectively.

While some insights are provided from this research for understanding the interaction of the variables of attraction to group and level of verbal intimacy in group, there remains no definitive relationship for these two variables. Additional research is needed, therefore, to develop better understanding of the concept of cohesion in groups. It remains uniformly accepted as a group phenomenon, but also poorly understood (Cartwright, 1968; Corey, 1981).

The results of this study does not support the postulation that these instruments have the potential to be used to assist counselors in predicting or evaluating group outcome, an important aspect of group practice, as indicated by Amidon & Kavanaugh (1979) and Evans & Jarvis (1986). Therefore, further development of instrumentation that will accomplish this needs to be done.

Recommendations

Further research should be undertaken to identify variables important in the process of group development, particularly in regard to development of cohesion in groups. Further exploration of attractiveness to group and level of verbal intimacy in group is one way of enhancing this understanding. For example these dynamics should be investigated in regard to specific participant characteristics.

Counselors also need to be aware that in planning groups structure should be taken into consideration. Whether the counselor prefers rigid structure or loose structure, group members' perception of the relevance of the interactions and productivity of the activities will effect the outcome of the group (Evans, 1984). Counselors also should continue to be aware of group members' interactions, and learn to recognize intimate verbal responses within the group.

Summary

This study was an investigation of the level of verbal intimacy developed within the group and individual member attractiveness to group in structured and unstructured adolescent groups. Significant association was found between type of group and frequency of various types of intimate verbal responses in group, as well as between sessions. However, member attraction to group was not found to be significantly different according to type of group and across sessions of the group.

Cohesion has been uniformly accepted as a factor in group phenomena and has been identified as a stage of group development by experts such as Corey (1981, 1987) and Yalom (1975). Some further clarifications of the natures of attractiveness to group and verbal intimacy were found in this study. However, substantial research remains to be done to clarify the nature of cohesion in groups.

APPENDIX A
INFORMED CONSENT LETTER

Student: _____

Parent(s) : _____

Dear Student and Parent(s),

For my doctoral dissertation research at the University of Florida I am investigating secondary school students' interactions within and reactions to a series of meetings and discussions with their peers. I would like very much for your student to participate in this project. Participation should be interesting for your student and would be very helpful to me.

Student participation involves meeting with a small group of other students from the school approximately one hour once per week for five consecutive weeks. At the conclusion of each meeting, each student is requested to complete a brief questionnaire about what it was like to be in the group. Also, each group meeting is to be audiotaped so that analysis can be made of the student interactions among group members.

I sincerely hope that your student will participate in each of the five meetings because such participation will be extremely helpful to my research. However, you and your student should know that participation in the group is com-

pletely voluntary; your student is free to withdraw from participation at any time. Please also note that participation or not-participation will NOT affect any of your student's grades in any way.

No monetary or other compensation is to be provided for your student's participation. Neither physical nor psychological risks are anticipated for your student's participation in the meetings. In fact, safeguards against risk are incorporated into the process. The purpose of the research is to gain aggregate (i.e., grouped) data. Information specifically associated with your student will not be identified in the research or any reports of it. Confidentiality will be maintained within the limits of the law.

If you have any questions whatsoever about this research, please feel free to contact me at the Cairo American College and I will be happy to respond to your concerns. To indicate permission for your student to participate in this research project, please sign and have witnessed the statement on the attached page. Then please have your student return the signed statement to me.

Thank you for your assistance.

"Verbal Intimacy and Attraction to Group in Structured and
Unstructured Adolescent Groups"

I/we have read and understand the information and procedures
described on the preceding pages and agree to allow our stu-
dent, identified previously, to participate in this project.
I/we have received a copy of the description of the project.

PARENT signature

date

PARENT signature

date

WITNESS signature

date

/S/ Ollis R. "Butch" Miller

date

APPENDIX B
PERSONAL AVAILABILITY QUESTIONNAIRE
AND GROUP PARTICIPATION CONTRACT

NAME: _____ AGE: _____

ADDRESS: _____

PHONE: _____ NATIONALITY: _____

GRADE: _____

THANK YOU FOR YOUR ASSISTANCE WITH THIS PROJECT.

GROUP PARTICIPATION CONTRACT

I, _____, understand that I am to participate in a research project for the College of Education at the University of Florida. This project involves participation in a personal growth group meeting for 1 hour, one day per week for five weeks. The group sessions will begin at _____ on _____ and the final session will be on _____.

I further understand that I am committing myself to all five sessions unless there is an emergency beyond my control. I also understand that I may participate at the level I choose during the sessions and that I have a right to decline to participate if I so choose. I will keep what occurs during the group sessions confidential and will not discuss the group activities outside of the group sessions with either members of my group or other people not in the group.

I am aware that the group sessions are being audio taped and will be reviewed by persons who are not familiar with any one in the group. These tapes and the questionnaires will be kept as part of the record of the project with any personal identifying content erased. I am also aware that the groups are being monitored by a trained observer whose purpose it is to tape the sessions, collect questionnaires at the end of the sessions and to be available to provide support if needed during or after the sessions.

I further agree to be on time for scheduled sessions, to complete a questionnaire at the end of each session, and turn the questionnaire over to the observer prior to leaving the session.

I have read and understand the procedure described above. I agree to participate in the procedure and I have received a copy of this description.

Signature

Date

APPENDIX C
INSTRUCTIONS FOR GROUP ATTRACTIVENESS SCALE
AND GROUP ATTRACTIVENESS SCALE

Read each of the following statements carefully. Place a check mark on the space that most accurately indicates how you feel about the statement. There are nine small lines between Agree and Disagree for each statement. Be sure that you place the check mark on one of the lines. Do not place a mark in the space between the lines.

DATE:

GROUP SESSION #

GROUP ATTRACTIVENESS SCALE

1. I want to remain a member of this group.
 Agree _____ Disagree
2. I like my group.
 Agree _____ Disagree
3. I look forward to coming to the group.
 Agree _____ Disagree
4. I don't care what happens in this group.
 Agree _____ Disagree
5. I feel involved in what is happening in my group.
 Agree _____ Disagree
6. If I could drop out of the group now, I would.
 Agree _____ Disagree
7. I dread coming to this group.
 Agree _____ Disagree
8. I wish it were possible for the group to end now.
 Agree _____ Disagree
9. I am dissatisfied with the group.
 Agree _____ Disagree
10. If it were possible to move to another group at this
 time, I would.
 Agree _____ Disagree

11. I feel included in the group.
Agree _____ Disagree
12. In spite of individual differences, a feeling of unity exists in my group.
Agree _____ Disagree
13. Compared to other groups I know of, I feel my group is better than most.
Agree _____ Disagree
14. I do not feel a part of the group's activities.
Agree _____ Disagree
15. I feel it would make a difference to the group if I were not here.
Agree _____ Disagree
16. If I were told my group would not meet today, I would feel badly.
Agree _____ Disagree
17. I feel distant from the group.
Agree _____ Disagree
18. It makes a difference to me how this group turns out.
Agree _____ Disagree
19. I feel my absence would not matter to the group.
Agree _____ Disagree
20. I would not feel badly if I had to miss a meeting of this group.
Agree _____ Disagree

APPENDIX D
LEVELS OF VERBAL INTIMACY TECHNIQUE (LOVIT) SCALE

The LOVIT is designed to provide information about the level of intimacy as it is reflected in the verbal interaction of a group. The classification scheme is constructed so that any verbal statement may be classified into one of ten (10) categories, each representing a different point on an intimacy continuum Category 1 located at the "least intimate" end and Category 10 at the "most intimate" end of the continuum. A description of the 10 categories follows.

Category 1. No Group-Focused Verbal Interaction.

Silence, noise, pairing, and inaudible verbal behavior. The first category is the lowest level of intimate verbal interaction. This category includes times when the group is silent, when more than one conversation is going on within the group at the same time, when there is noise or when statements are indeterminable or inaudible.

Summary of types of behaviors classified as Category 1:

1. Two or more separate conversations are going on in the group at the same time.
2. One private conversation in the presence of silence in the rest of the group, when the private conversation is not directed to the rest of the group.

3. Silence in the group that lasts for 10 seconds or more.
4. Two or more members talking at once for 10 seconds or more.
5. Noise such as laughter, singing, yelling screaming, and so forth, that lasts for 10 seconds or more.
6. Indeterminable statements that can't be classified because they can't be heard well enough.
7. Indeterminable statements that the observer feels do not belong in any of the other nine categories.

Category 2: Cocktail, Small, or Nonpersonal Talk.

Discussion unrelated to any group is the primary characteristic of verbal interaction belonging in this category.

Interaction of this type is generally referred to as small talk (e.g., about weather, sports, etc.). Initial remarks that open conversation usually fall into this classification. For example, "Did you have a good weekend?" is a Category 2 statement. If people begin to express feelings or tell about their experiences the category placement would change. The longer a discussion continues that starts in Category 2, the more likely it is to move into a higher category.

Category 3: General Discussion of People and Their Relationships. Talk related to groups, individuals, and organizations. Generalizations about the nature of human relationships, groups, and people in interaction with one another are likely to be classified in Category 3. Included

here are discussions about readings, or about groups and ideas based on member's experience with people. This category also includes topics about groups and group dynamics, such as leadership, norms, and cohesiveness.

Example: People just don't want to be intimate.

Category 4: Individual Life Experiences. Description of events in a member's life. Self-expression of facts and information about experience outside the group, experiences in other groups, or in one's outside, private, individual life are included in this category. Also, statements of self-disclosure would be classified here unless the tone of voice or other verbal or nonverbal cues indicate that the people are expressing their feelings about the experience.

Example: "He would ask if there were any questions and then wait two or three minutes for any responses."

Category 5: Discussion About a Part of the Group. Past Future, or in General. Discussion of experiences that two or more group members have shared outside the group, whether group-related or not, are placed in this category. This may include informing the group about a subgroup that existed outside the group and any specific details about what members said outside of the group. Another type of discussion included here is talk about group members who are not present.

Example: "Mary and I talked about the group almost every day over lunch."

Category 6: Discussion About the Group. Past, Present, Future, or in General. General discussion and description of

this group that is not present-oriented compromise this level. Included are generalizations about this group, such as a statement about the way this group compares with other groups. The ongoing group's discussion of previous sessions, the future, or statements that refer to the group in a general way may also be included here. Any statement about "the group" that does not clearly refer to the present group meeting is in this category.

Example: "Yesterday you said you were distressed about something."

Category 7: Expression of Feelings About Individual Life Experiences. Category 7 includes feeling statements related to events in a member's life. Any individual's expression of emotion not related to the group is placed here. This includes feelings about people outside the present group, such as family members or friends.

Example: "I have a recurring dream that terrifies me."

Category 8: Indirect Expression of Feelings and Attitudes Toward the Group. This category includes evaluation statements in which the speaker makes value judgments about behavior or actions that occur in the group. When this happens the speaker is making judgments about the goodness or badness of a comment or something that happened in the group.

Statements in which words and tonal quality are inconsistent (as in sarcasm) are placed in Category 8. Often defensive behavior, emotional disagreement, or statements of denial are indirect expressions of feeling.

The use of emotion-labeling words implying direction from an outside force, or not directly stating ownership of a feeling may also indicate the use of this category. Questions may also be used to express feelings indirectly.

Example: "Every time we throw a statement out we have to defend it. Why?"

Category 9: Descriptive Discussion of Present Group Experience. All statements that describe the group interaction and behavior taking place in the here-and-now belong in Category 8. Responses in this category may be uttered in either statement or question form. Efforts to clarify a statement that is not emotionally laden also fits into this category. They may be in the form of a statement, "I hear you saying that the group is working on the authority issue", or in the form of a question (open ended), "What do you see happening?".

Example: "I'm feeling a lot more comfortable with myself today."

Category 10: Direct Expression of Feeling About the Group or Members of the Group. This category by its position at the extreme of the continuum represents the statements that are most intimate. The criteria that must be met to apply to this category include (a) here-and-now expression of feeling, (b) clear ownership of the feeling, (c) use of a feeling-related word.

Example: "I am angry at the group right now because it just ignored my comment."

For the purposes of this category a list of the most frequently occurring words that indicate feelings is presented.

aggravated--agitated--angry--annoyed--anxious--attracted
 bad (I feel bad)--conflicted--defensive--depressed--
 disturbed--ecstatic--elated--embarrassed--euphoric--
 exhilarated--fearful--frightened--frustrated--good
 (as in I feel good)--happy--high--hostile--humiliated--
 hurt--incensed--jealous--like--lousy--love--low--lust--
 mad--miserable--moved--oppressed--peaceful--placid--
 pleased--rotten--satisfied--tense--tranquil--unsettled--
 upset--vehement--vengeful--worried.

And the use of another word with feel or feeling.

Phrases like "feel good", "feel wonderful", "feel terrific", or "feel bad" all describe an expression of feeling. In most cases these words are "value-judgement" words but when combined with "I feel" indicate a direct expression of feeling.

APPENDIX E
TAPE TRANSCRIPT FOR PERSONAL GROWTH GROUP

Adapted from Bollet (1971) transcripts of Berzon (1964)

Encounter Tapes

Session 1 - First Encounter

I am _____, one of the people who designed this project and it is my voice that you'll be hearing, suggesting in each session, ways in which you might get the most out of this group. Incidentally, it is very important that you listen carefully while I am talking so that you will have all the information that you need to conduct your session. I guess I just want you to know that I am concerned about what happens to you as you go through this program.

Right now you are probably wondering, how is all this going to help me; what's in it for me? Well, the purpose of this group is to help you learn how to build on your own strengths, so that you can become more of the person you want to be. In order to do this, you have to know yourself and understand what goes on between you and other people. In short, to begin to move in ways that will bring you closer to the person that you want to be in the world. We are only going to set up the opportunities in each session, it will be up to you to use them.

All of the things I'll suggest you do here have been done before in groups like this, and they usually work pretty

well. Now, some of them might seem strange, even silly, but if you take a real crack at them I think that you'll find that they are helpful shortcuts to learning what you need to know about yourself and how you are with other people.

O.K., lets get started. Now, in this session you are going to have a series of short meetings in which you will be doing things that have worked in the past to get groups such as yours off to a fast start. I will suggest what you might do in each meeting, and I'll also keep time for you. Incidentally, it's important for the success of the session that you stop what you are doing when I call time, even though it might interrupt you, or catch you in the midst of a sentence. I'm sorry when this becomes annoying, but time itself helps to make the session work.

You are sitting in a circle. Will you make the circle smaller until you are sitting close to each other. I'll allow you a few seconds to do this. Now try yourselves out, will you please have a five minute meeting. You might do two things during this time: if you don't already know each other, go around and tell your first names, then ask yourselves, how do I feel right now, and tell the rest of the group about it. I'll let you know when five minutes are up. Go ahead. (5 minute pause)

Please stop. If you are like most groups doing this for the first time, you might have found this hard to do. Maybe it was easier to talk about something else, rather than how you felt. Maybe you aren't really sure what it means to talk

about how you feel. Well, first of all, it means that you tune into what is happening inside of you right now, then you talk about it. Are you scared, resentful, excited, or curious about being here? What's going to happen next? Like right now, I feel a little self-conscious wondering about how my voice is coming over to you. Whatever it is that is happening inside you, tune in to it, then tell the rest of the group about it as best you can. Now try it again. I'll tell you when the five minutes are up. Go ahead. (5 minute pause)

Please stop. Now I'm going to suggest something a little different this time. So far you've concentrated on how you feel about being here and about what's happening to you. This time tune into the feelings you have about the other people in the group, one by one. What is your impression of each person?

Impressions, especially the one you have right now, if told to another person, can give him/her valuable information about him/herself. It can let him/her change the impression he/she makes if he/she wants to, or it can let him/her know that he/she actually makes a better impression than he/she thinks he/she does. Now here's what I suggest, but please listen to what I have to say before you begin. Everyone will stand and form a circle, then, one at a time, each person will move from one group member to another around the circle. Step in front of each person, look them in the eye, call them by their name, and tell them as closely as you can what your

impression is of him/her. When you have gone completely around the group, the next person will do the same thing and so on until each group member has had a turn. Remember, look the person in the eye, touch them, and try to maintain that contact all the time you are talking to them. Call them by their name, and give them your first impressions. This should take about fifteen minutes. I'll tell you when the time is up. Go ahead now, stand and form a circle and someone volunteer to begin. Remember, you have just fifteen minutes. (15 minute pause)

Please stop. Now you will have a ten minute meeting and talk about what you just did. For instance, you might want to talk about how you felt giving your impressions, or how you felt about touching someone. Sometimes people find this difficult to do. They feel awkward and embarrassed about it. However, you feel, try to talk about it. Or maybe, looking someone right in the eye is more of a problem for you; then you should talk about that. I'll tell you when the time is up, go ahead. (10 minute pause)

Please stop. You know, in most groups at this point, some people are more active in the group than others. It's as if there are two groups; an in group and an out group. When that is true, the people who think of themselves as out groupers have a feeling of being left out of the group, and they want in. Perhaps some of you have such feelings. I am going to suggest a way in which you can get to those feelings, and hopefully learn something from them. Right now,

everyone please sit back down in the circle, I'll wait while you do this. (pause)

Again, I'd like you to listen to this before you start, and this is very important so that you know what you need to know about doing this. One at a time, each of you will get an opportunity to talk about what it is like for you to be in this group. Tune into how you feel about being here with the other people; what your expectations of this group are; how you feel about people who do not talk very much; or about those who talk a lot; whether you feel a part of the group or not; and what it will take from the group or yourself to feel more a part of the group. It is important for the other group members to listen to the person talking and to not interrupt or ask questions. This is a time for each member to tune into their own feelings and to talk about them without interruption. Go ahead now, take about 10 minutes to talk about being a member of this group. (10 minute pause)

Please stop. (pause)

You've done a number of different kinds of things now, some of them have meant more to you than others. If you think about it, the more you came to trust the other members of the group, the more you relaxed and the more comfortable you felt.

We will take the rest of the session to talk about the experience. How you felt during the session, how you felt supporting other people, different ways other people let themselves be supported. That is, the way they trusted or

didn't trust the group. Turn loose of yourself and talk about your feelings. End your session in about 20 minutes. Please fill out one of the questionnaires just before you leave and give it to the observer. And remember the next session is next week at the same time. Go ahead.

Session 2 - Ground Rules

This session, I'm going to suggest the ground rules you can use to keep this group as loyal, as interesting, and as helpful as possible. What I want to do is to provide you with some sort of a guide. Some sort of a way to make this group really go. You know, we all spend the large part of our lives in groups. As kids with brothers and sisters and parents, the family group. Later, in clubs or on teams or with our friends, what you would call a social group. On a job, of course, we are in a work group. And if we marry, back we go into another family group. Now, much of what happens between us and other people takes place in a group. So I guess you could say that an especially good way to learn more about ourselves is in a group. Now let's call this a "special learning group". It can be different from any other group you have been in because here you can look at, and learn from, what happens to you when you are with other people. That's why a ground rule is needed to make this group truly different.

The ground rule that you can use, and I want to be careful to be very clear about this. The ground rule is: tune in and talk up. What does this mean? Well, it means that

you tune into your feelings and talk about them, and tune into what is happening in the group and talk about that. When you are tuned into yourself you know what you are feeling and can talk about it. When you are tuned into the group, you are with what's happening right here, right now. But when you are tuned out on yourself and the group, you give up your chance to learn more about what goes on between you and other people. So let me go over it again. The ground rule is simply this, tune in and talk up.

A word of warning here, tuning in on your feelings isn't always easy. In the first place what are feelings? That's a word that most of us use quite frequently and yet, when we come to think about it, it may really be hard to say what we really mean by feelings. Tune into things that are going on inside you right now. You may feel angry, embarrassed, hurt, excited, scared, happy, etc., that's what I mean by feelings. Feelings are different from thoughts or opinions and you can get them confused.

Here's an example of what I mean. Suppose a man said to a woman in his group, "I feel you are talking too much". Now that wasn't a feeling, it was an opinion. Just by starting a sentence by "I feel" doesn't necessarily mean you are going to talk about your feelings. Probably what that person really meant was, "Helen, I feel mad as hell at you because you never let me get a word in, you are always talking when I want to speak". Notice the difference. In the first case the man would have merely expressed a thought or opinion, but

in the second he tuned in on his honest feelings and let it come out. From now on try to listen for it in your group. Try to keep yours a tuned in group.

To help you further in trying to do that, here are some other things you can do. First, speak for yourself, if you mean I say "I". For instance don't say "It's human nature to be a little nervous when you first meet people". Say "I'm a little nervous when I first meet people". Stand up and be counted. Second, look the person in the eye! When you are talking to somebody in the group look directly at them. Right in the eye if possible. Face up to them. And third, name names. When you talk about what is happening in the group, name the people you mean. When you talk to somebody, call him/her by their name. They want to hear it, and you show that you care about them and that you are tuned into them, that they are there. So, speak for yourself, look them in the eye, and name names.

Now I'm going to suggest a way in which you can try out the different aspects of tuning in better. Sometimes learning to do this is easier at first if you practice with one person at a time. Here's how you might do that. Please listen carefully to all this before you start.

First, you pair up with a partner, and I'll suggest how you do that in a minute. Each pair of partners will arrange their seats so that they are sitting back to back with their backs touching. In other words they will be leaning on each other. It might even be necessary to sit on the floor in

order to do this. The thing to do would be to try to tune in on the other person without looking at them. Are they relaxed, are they tense, do they seem comfortable touching like this or not? When you think you are tuned into them, tell them what you pick up about their feelings. Then they are to do the same thing with you. They should tell you what they pick up about your feelings as they tuned into you without looking at you. You should talk together like this without turning your head; back to back for a couple of minutes. Since a lot of people will be talking at the same time you might have to spread out around the room.

O.K., now get ready to pair up with the person to your left as your partner. Starting with the person sitting nearest to the tape recorder. If there is one person left over after all the pairing he/she is to become part of the pair to his/her right making it a threesome, which will do the same things as the pairs only with three people. Now go ahead and pair off, and begin the back to back talk. I'll stop you in about five minutes. (5 minute pause)

Please stop. Stay where you are for a moment and listen to this. Next, you will do the following with the same partners but please don't start until I tell you. What you will do is this; turn around until you are face to face with your partner, then you do very much the same kind of thing you did when you were back to back, only this time you try to tune into the person by looking at them face to face. Stand and look at your partner for a few minutes before you begin talk-

ing. What do you pick up now about his/her feelings? After you look at each other for a few moments without talking, begin to tell each other what you are picking up. You should talk together like this for a couple of minutes. I'll stop you in about five minutes. Go ahead now and turn around face each other and begin tuning in. (5 minute pause)

Stop now please. Will you go back and become a total group again? You will now spend the rest of this session talking about what happened to you while you were back to back and face to face with your partner. Remember use the ground rule as you meet all together. The ground rule is, once again, tune in talk up. You should end your discussion in about thirty minutes. Please complete one of the questionnaires just before you leave and give it to the observer. Remember the next session will be next week at the same time. Now go ahead.

Session 3 - Feedback

In this session I'm going to suggest that you practice getting feedback. Feedback is a special word that is used in groups like this. It may be unfamiliar to you, so here is what it really means as we are going to use it. Feedback is telling another person how he/she appears to you and how he/she causes you to feel. Remember it's telling another person how they appear to you and how they cause you to feel.

You can express feedback by words, by gestures, and even by the way you touch a person. Getting feedback and using feedback the others give you are two of the most important

ways in which you can benefit from this group. So in getting feedback, you can tune in to how you come across to other people. By giving feedback you can help other people see how they come across to others.

You know, working with groups over many years we've learned that there are ways to give feedback so that it really helps a person, and there are ways to give it so it doesn't help at all. Here are some of the things we've learned, a couple of dos and don'ts. First, when you tell someone how they make you feel, do let them know what they do to make you feel that way.

When you give someone feedback about something you don't like do be sure it is something they can change if they want to. The way they dress, or act, or talk.

In addition to the two dos there are also very important don'ts in this matter of giving feedback. Judging the other person and giving advice. Probably tuning the other person out with a "I think you should", brand of feedback.

So the two important don'ts are, don't judge another person and don't give advice. Instead when giving feedback try to find out how the other person feels about the problem.

Perhaps now you can see how important feedback can be to you. When it is honestly and properly given it can be like a mirror that helps you to see yourself more clearly and know more about yourself. Now, I'm going to suggest something that might help you to get started in giving each other feedback. Please listen to all of this before you begin. First,

someone volunteer to start. They will give each person feedback talking to one group member at a time all around the circle.

Let me go over that again with you. If you volunteer, talk with each person giving them feedback about how they appear or how their actions cause you to feel. These might be pleasant or unpleasant feelings. Tell them what it is that makes you feel this way. Do this by giving examples and be sure it is something they can change. Don't judge them, don't give them advice. It will help you might begin each time by calling the person by name and saying "Here's how I feel", or, "let me tell you how I feel about you". Then really tell them honestly, staying tuned into feelings, both yours and the other person's. When everyone has had a turn, spend the rest of the time until I stop you, talking about what has happened. Give each other some good feedback, tell things you haven't told before. I'll stop you in about thirty minutes. Now, someone volunteer to begin and go ahead. (30 minute pause)

Please stop.

Progress report. For the rest of this session I am going to suggest that the group make a kind of progress report to itself. How are you doing as a special learning group? Is everyone tuned in? If not, why not? Remember in the first session I said I would only be setting up opportunities for you to tune in on yourselves, but that it would really be up to you to use them. Right now I'm wondering how well you

are using them. If this is not as tuned in a group as you would like for it to be, only you know the answer to that and only you can do something about it.

Now in order to make a progress report to yourselves, you have to measure progress in terms of something. If you want to know how well you are doing, you have to know what it is that you are trying to do. Again, if you'll remember, in the first session I said that the purpose of this group is to help you build on your own strengths, so that you are becoming more of the person you want to be. And, that in order to do this, you have to know yourself better, and understand what goes on between you and other people.

Then in the last session and the beginning of this one, I made suggestions about things you might do in here so that you could learn more about yourselves. I gave you suggestions about ways you could tune in to your feelings and become more sensitive to the feelings of others. I also gave you suggestions about how you could give each other feedback, so you would have the information you needed to make whatever changes you'd want to in yourself.

Right now, I'd like for you to listen while I repeat some of the things I said. Think what's been happening in this group while I talk to you. Think of how you are doing in terms of these things.

First, do you remember the ground rule? Tune in and talk up. Do the people in this group seem to know what they are feeling? Do they tune in to what is going on inside of

them while they are in the group? Do they talk up about it? Do they stay tuned in to what is happening in the group? Are they with it? Do you speak for yourselves here? Do you say I, when you mean I? Are you looking at each other when you talk? And, are you talking directly to each other, calling each other by name?

Remember, I talked about feedback as telling another person how they appear to you? Or how they cause you to feel? I talked about the importance of giving examples of what you are talking about when you are giving feedback. Telling the actual behavior you mean. I suggested that you give feedback only about things the other person can change, and that you try to avoid judging others and/or giving advice to them. I suggested that the best thing to do when you are giving feedback is to try to understand what the other person feels about what you are telling them. I said that through getting feedback, you could tune in to how you are coming across to other people. And that by giving feedback, you can help people see how they come across to others. And I said that these are two of the most important ways in which you can benefit from this group. So now, I would like for you to report to yourselves about your own progress with these things.

I suggest that you spend the rest of this session trying to deal with any of the things which seem to be standing in your way as progress for the group. You may want to repeat some of the things you have done here before. Or you might

want to make up your own. Or you might want to just talk about where you are and how you are doing. Take about 20 to 30 minutes to do this. Please fill out one of the questionnaires just before you leave this evening and remember the next session is next week at the same time. Now go ahead.

Session 4 - Secret Pooling and Strength Bombardment

It's time to begin. In this session I'm going to suggest a way in which you can learn something new about how able you are to risk yourself. If you are anything like me you have times when you wanted to tell another person something about yourself that is very personal. Something you would call a secret. But maybe you held back because you felt you couldn't trust the person. He/she might not keep your secret. He/she might not take it seriously or even be concerned with your feelings.

It seems to me that sometimes when we hold back this way, when we play it cool, we cheat ourselves of the chance to connect with another person. We simply don't risk ourselves. I know that when I have held back I felt cheated mostly because I needed to talk with somebody and I couldn't. I admit, it's hard to know just how far you can go with somebody else, but I found out that very often when I have taken chances I've really gotten somewhere. something important has happened with me and another person. What I'm going to suggest for this session will help you learn just how much you do trust the other people in here, and how much they trust you. I'll describe the whole thing first and please don't

start until I tell you to. First, you try and think of something that you usually don't tell other people. Something that you consider is really secret. I don't mean the sort of thing you might tell anybody if the conditions are right. That's really not much of a secret, I mean something that you have shared with nobody or at the most one or two other people. That would be a secret.

Your secret might be something about this group or your family or someone close to you or something you have done. If you have thought about your secret I suggest that you write it out on the paper that has been provided but don't sign your name. Because you don't have to tell them that it is your secret unless you want to. Then fold your paper in half twice and make a pile of them in the center of the group. When all the secrets are in, somebody should shuffle the pile. Each group member will then draw a slip, read it aloud and tell how it might feel to have such a secret. Bringing out something like this could be more difficult than it is just to think about it. It might even be frightening for some of you. But I hope you will really try it. That you will really take it seriously. Resist the temptation to take the easy way out by writing something funny, or something not very important to you. So here's what you will do. Think about your secret, write it, and fold the slip of paper in half twice, and put it in the pile, and then have someone shuffle them. Then each person pull out one slip. If anybody gets his/her own secret, please throw all the slips back,

shuffle and draw again. Do this until each of you have a secret other than your own. After everybody has a secret someone volunteer to begin and read the secret aloud, then tell how it might feel to have such a secret.

Each person will have three minutes. If anyone gets stuck the other group members can help by telling how they think such a secret would make them feel. Now take about thirty minutes. Go ahead. (35 minute pause)

Stop. I'm now going to suggest another way in which you can learn something about yourselves and others. Doesn't it seem odd that most of us have no trouble talking about our weaknesses? Yet we all back away from strengths as though we are afraid that people won't like us if we blow our own horn too loudly. For many people, it gets to the point where they feel uneasy even if they get a compliment from someone. The task or what they did was nothing, as though it were alright to give compliments but not accept them. Or you might feel as I sometimes feel, that you don't want to risk being let down just because you say good things about yourself.

Well, in this session I am going to suggest that you do say good things about yourself. That you talk about your strengths. The difference is that no one is going to put you down because everyone will be doing the same thing. Here's how to do it. You'll tell the rest of the group as many of your strengths and good points as you can in two minutes. Also for an additional two minutes you will listen as the

other group members tell you the strengths and good points that they see in you. So each person will have four minutes for their turn. This will be a better learning experience for each person if, when he/she is telling of his/her strengths, he/she doesn't take back part of what has been said. It is important, very important that you don't do this. Let the positive things that you say about yourself stand on their own.

The person will speak about his/her strengths, no "buts", no "ifs", say it straight out - don't take it back as you might have if you says something like "I'm a warm person if people will let me be." I hope you see by his saying "if people will let me be" would water down his positive statement. For the success of this experience it is important that you don't take back the positive things you say about yourself by adding "ifs" or "buts". This goes both ways; for the person, when you tell of your strengths to the group, and then for the other group members when they tell the person his/her strengths. If he/she gets stuck, other group members can help by repeating the question - What do you see as your strengths? When the group members are telling you about your strengths, try to just listen, and sit there quietly. Don't water it down, as people sometimes do, when they hear good things said about them.

The first person will speak two minutes, talking only about their strengths. Then the group members will talk to him/her about his/her strengths for two minutes, while he/she

remains silent. Then it is the next person's turn. First to talk, and then to be talked to, and so on around the group. After everyone has had a chance spend the rest of the session talking about what happened. You should end the session in about thirty minutes. Before you leave please take time to fill out one of the questionnaires and give it to the observer. Now go ahead.

Session 5 - Last encounter

This is the last session of this program. It is time to say good-bye now and I'd like to say good-bye to you, so, so long for me. Now what to do in the rest of the session? You may have unfinished business that you want to attend to, or you may just want to take your time saying good-bye to each other, or to one or more people who are special to you. Use the rest of this session to do that.

One thing you might take particular attention to is how people in here have changed. Talk about it. This often helps those people to be able to hang onto what they have learned about themselves when they realize that other people value their effort to change and recognize that some change has actually taken place. Use the rest of the session to do this. Also just before you leave would you please take the time to complete the group evaluation sheet and leave it with the observer. Now go ahead.

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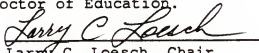
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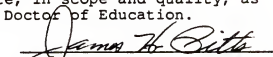
BIOGRAPHICAL SKETCH

Ollis R. "Butch" Miller was born in Jefferson County, Georgia, and completed high school at Forsyth County High School in Cumming, Georgia. He received his Bachelor of Science in Education degree from the University of Georgia in 1968. He then completed a tour of active duty as a commissioned officer in the U.S. Army, including a tour in Viet Nam in 1970. After an honorable discharge from the army as a Captain, he returned to graduate school at Florida Technological University and received his Master of Science in Education in 1974 with a major in physical education. He worked as an elementary physical education teacher in Seminole County, Florida, from 1972 to 1975 and then as a high school health, biology, alternative classroom teacher, and junior high school guidance counselor in the county office until 1987. He received his Master of Arts in Education from the University of Central Florida in 1980. He has been working as a counselor for the Community Services Association in Cairo, Egypt, since 1987.

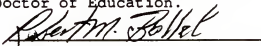
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Larry C. Loesch, Chair
Professor of Counselor
Education

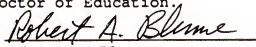
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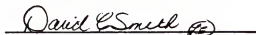

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and Curriculum

This dissertation was submitted to the Graduate Faculty of the College of Education and to the Graduate School and was accepted as partial fulfillment of the requirements for the degree of Doctor of Education.

May 1990


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